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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: group communication; effects of communication skills training on marital interaction; relationship among assertiveness, manifest anxiety, and self-esteem; dyadic interaction and an interpersonal coping skills program; self-actualization and the acquisition of communication and discrimination skills; parenting communication styles; speech adjustments made by native speakers of English in conversation with nonnative speakers; structural development of interpersonal solidarity; an instrument/function classification system for the analysis of interpersonal communication; the process of social interaction; creating a ministry to parents needing better communication skills; the communication of affect via facial expression; perceptions of assertiveness; the effects of sex of partner, role model, and androgyny on female competitiveness; the influence of speaker and listener sex in dyadic communication; intercultural communication patterns; communication skill training for married couples; and the relationship of counselors' sex, race, and level of functioning to accurate empathic responses of Black English expressions. (TJ)

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Interpersonal, Nonverbal, and Small Group Communication:

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Abstracts of the following dissertations are included in this collection:

Barckley, Mary Anne
A FACTOR ANALYTIC INVESTIGATION OF THE DIMENSIONS OF GROUP COMMUNICATION AS A FUNCTION OF THE TYPE OF INTERDEPENDENCE

Carlton, Kathleen Alice
AN EVALUATION OF THE EFFECTS OF COMMUNICATION SKILLS TRAINING ON MARITAL INTERACTION

Coleman, Edmond Joseph
EFFECTS OF COMMUNICATION SKILLS TRAINING ON THE OUTCOME OF A SEX COUNSELING PROGRAM

Conaway, Roger Nion
AN EXAMINATION OF THE RELATIONSHIP AMONG ASSERTIVENESS, MANIFEST ANXIETY, AND SELF-ESTEEM

Connell, Robert Bruce
A DYADIC INTERACTION APPROACH TO THE IMPLEMENTATION OF AN INTERPERSONAL COPING SKILLS PROGRAM WITH ADOLESCENTS

Engeran, Elizabeth Ann
SELF-ACTUALIZATION AND THE ACQUISITION OF COMMUNICATION AND DISCRIMINATION SKILLS

Fowles, Roy Ronald
PARENTING COMMUNICATION STYLES AND ADOLESCENT MALE DEVIANTS IN MIDDLE-CLASS FAMILIES

Freed, Barbara Faye
FOREIGNER TALK: A STUDY OF SPEECH ADJUSTMENTS MADE BY NATIVE SPEAKERS OF ENGLISH IN CONVERSATION WITH NON-NATIVE SPEAKERS

Garrison, John Phillip
STRUCTURAL DEVELOPMENT OF INTERPERSONAL SOLIDARITY: A CAUSAL PROCESS THEORY OF RELATIONAL COMMUNICATION

Holder, Carol Reed Worby
AN INSTRUMENT/FUNCTION CLASSIFICATION SYSTEM FOR THE ANALYSIS OF INTERPERSONAL COMMUNICATION

Johnson, Jerome David
A PRELIMINARY EXAMINATION OF A MODEL OF THE PROCESS OF SOCIAL INTERACTION IN THREE SITUATIONS

Jones, Donald Wayne
CREATING A MINISTRY TO PARENTS NEEDING BETTER COMMUNICATION SKILLS WITH THEIR CHILDREN

Kennedy, William Arthur
THE COMMUNICATION OF AFFECT VIA FACIAL EXPRESSION: THE PRESENCE OR ABSENCE OF A POTENTIAL DECODER AND SEX OF DECODER AS VARIABLES IN THE PRODUCTION AND DECODING OF FACIAL BEHAVIOR

Mathison, David Lee
PERCEPTIONS OF ASSERTIVENESS: A METHODOLOGICAL STUDY OF IMPRESSION FORMATION AND ATTRACTION

Munro, Margaret Ellen
THE EFFECTS OF SEX OF PARTNER, ROLE MODEL, AND ANDROGYNY ON FEMALE COMPETITIVENESS

Plymale, Ida Ruth Duffey
THE INFLUENCE OF SPEAKER AND LISTENER SEX IN DYADIC COMMUNICATION

Swan, Norman Raymond Sam, Jr.
INTERCULTURAL COMMUNICATION PATTERNS, PROBLEMS AND TRENDS OF INTERNATIONAL STUDENTS AT THE UNIVERSITY OF MISSOURI-COLUMBIA

Theye, Wayne Allen
COMMUNICATION SKILL TRAINING FOR MARRIED COUPLES THROUGH THE USE OF AN INSTRUCTIONAL GAME

Thomas, Benjamin Darnell
THE RELATIONSHIP OF COUNSELORS' SEX, RACE, AND LEVEL OF FUNCTIONING TO ACCURATE EMPATHIC RESPONSES OF BLACK ENGLISH EXPRESSIONS

A FACTOR ANALYTIC INVESTIGATION OF THE DIMENSIONS OF GROUP COMMUNICATION AS A FUNCTION OF THE TYPE OF INTERDEPENDENCE Order No. 7909679

BARCKLEY, Mary Anne, Ph.D. Indiana University, 1978. 146pp.

The purpose of the study was to identify dimensions of communication in three communication contexts, including promotively interdependent, negatively interdependent, and independent, which could have possible utility as behavior measuring instruments in each particular context.

Twelve group discussions were audio taped and transcribed. The discussions included four of each of the following types: groups which were promotively interdependent (problem-solving task); groups which were negatively interdependent (arbitration task) and groups which were independent (informal task). From each discussion, twenty-five statements were randomly selected and rated on a number of variables.

Raters, using seven-point scales, evaluated the sample of statements according to the degree to which they reflected thirty-seven different communication properties. These data were used to check the dimensional structure of the communication variables in each of the three types of discussions. Five factor analytic procedures were employed to check the robustness and stability of the factors, including principal factoring without iteration, principal factoring with iteration, Roa's canonical, alpha, and image factoring.

Ten dimensions overall emerged: two in the problem-solving, four in the arbitration, and four in the informal contexts. In the problem-solving groups these dimensions included Interpersonal Cohesiveness-Building Behavior defined by agreement, conciliation, cooperation, support, reinforcement, and friendliness, as well as Personal Manner represented by objectivity, tactfulness, reasonableness, and respect. Personally-Oriented Behavior, characterized by emotionality, defensiveness, rigidity, hostility, egotism and intensity; Task-Oriented Behavior, defined by elaboration, objective informativeness, clarification, and insight; Interpersonal Cohesiveness-Building Behavior, consisting of support, agreement, reinforcement, conciliation, cooperation, and (-)argumentativeness; and, Control Behavior, characterized by provocativeness, inquisitiveness and evaluation seeking emerged in the arbitration context. The factors emerging in the informal context were Personally-Oriented Behavior, which was represented by emotionality, provocativeness, insight, risk, argumentativeness, rigidity, and opinionatedness; Task-Oriented Behavior, characterized by objective informativeness, clarity, clarification, elaboration and cooperation; Personal Manner with respect, objectivity, tactfulness, and reasonableness showing the highest correlation; and Interpersonal Cohesiveness-Building Behavior, defined by agreement, conciliation and support.

The results indicated that the communication variables exhibited the property of dimensionality, that factors within contexts were generally stable, and that the dimensionality varies as a function of the type of interdependence within the group. These findings have both methodological and theoretical implications that need to be pursued in future research.

AN EVALUATION OF THE EFFECTS OF COMMUNICATION SKILLS TRAINING ON MARITAL INTERACTION Order No. 7903079

CARLTON, Kathleen Alice, Ph.D. University of Utah, 1978. 120pp. Chairman: Ted Packard

The purpose of the present study was to complete a preliminary evaluation of a communication skills training program developed at the Salt Lake City Veterans Administration Hospital. Thirty couples participated in pre- and postassessment sessions approximately three weeks apart. Assessment consisted of self-report questionnaires and six interaction tasks. Fifteen experimental couples received communication skills training between the two assessment sessions.

Six separate analyses of covariance were conducted for husbands and wives on four behavioral measures and two satisfaction measures. Pretest scores were the covariates. One of the four behavioral measures showed significant results for both experimental husbands and wives (Solution Proposal). Experimental wives scored significantly different from control wives on a measure of satisfaction with task outcomes.

EFFECTS OF COMMUNICATION SKILLS TRAINING ON THE OUTCOME OF A SEX COUNSELING PROGRAM Order No. 7911990

COLEMAN, Edmond Joseph, Ph.D. University of Minnesota, 1978. 177pp.

Thirteen couples seeking sexual counseling were randomly divided into two treatment conditions: communications training prior to sex counseling or sex counseling alone. Couples were given a battery of tests designed to measure self-esteem, marital adjustment, sexual satisfaction, and communication ability. These tests were given pre- and post-treatment. Couples receiving the communications training were tested an additional time following the communications program. Clinical data collected included sex histories, treatment notes, and client evaluations. Both these experimental groups were compared to six couples in baseline groups which had already been treated for sexual dysfunction and received communication training as part of their overall treatment process.

Based upon the outcome measures used in this study and the statistical analyses, communication skills training was not shown to generally enhance the outcome of the sex counseling program. This conclusion remains somewhat tentative because randomization of groups in this study failed to produce "equal" groups prior to treatment. The clinical data suggested that the importance of communication skills training seems to be dependent upon the contextual nature of the dysfunction. When the etiology of the sexual dysfunction is embedded in poor communication skills, communication training is an important part of treatment.

AN EXAMINATION OF THE RELATIONSHIP AMONG ASSERTIVENESS, MANIFEST ANXIETY, AND SELF-ESTEEM Order No. 7901432

CONAWAY, Roger Nion, Ph.D. Bowling Green State University, 1978. 86pp.

Assertive communication is concerned with individuals learning cognitive, behavioral, and affective procedures for improving their interpersonal effectiveness. Training in assertive communication is required for persons who are deficient in the ability to say no, ask for favors and make requests, to express positive and negative feelings, or who experience unadaptive anxiety responses which hinder their effective interpersonal expression.

To further explicate the theoretical nature of the assertiveness construct, two basic correlates to assertiveness were examined: anxiety and self-esteem. Anxiety, self-esteem, and assertiveness were correlated to determine the nature and strength of the relationships existing among the three constructs.

Students in a mid-western university (N=223) were administered a questionnaire booklet containing a self-report measure of anxiety, two self-report measures of self-esteem, and three self-report measures of assertiveness. It was hypothesized that composite scores on the three measures of assertiveness would positively correlate with composite scores on the measures of self-esteem and negatively correlate with a composite score on the measure of anxiety. It was also hypothesized that the anxiety scores and self-esteem scores would negatively correlate.

Canonical correlational analysis was used to examine the relationship among the six dependent variables. The three assertiveness variables were included in Set 1 and the anxiety and self-esteem variables were included in Set 2. Results clearly supported hypotheses at a significance level of $p < .0001$ on Root 1. Roots 2 and 3 were not significant. Sex dif-

ferences were also indicated by discriminant analysis on the six dependent variables.

A major contribution of this study was seen in establishing a closeness between effective interpersonal expression and feelings in self. Future research based on the results of the present study was also discussed.

A DYADIC INTERACTION APPROACH TO THE IMPLEMENTATION OF AN INTERPERSONAL COPING SKILLS PROGRAM WITH ADOLESCENTS

CONNELL, Robert Bruce, Ed.D. University of Toronto (Canada), 1978

The present research was performed to compare two instructional formats for a small group training program designed to enhance competence in social situations. The Interpersonal Coping Skills Program (Christensen, 1974a) was utilized for this purpose and it was implemented using both a traditional didactic teaching approach and a dyadic interaction format. The main hypotheses tested were that participation in the Interpersonal Coping Skills Program would result in the enhancement of social competence and that treatment effects for the dyadic format would be more pronounced than for the didactic format.

A total of one hundred high school grade ten students (fifty males, fifty females) served as subjects for the present investigation and were randomly assigned to nine groups. The Experimental (E) treatment, utilizing the Interpersonal Coping Skills Program was presented to four groups, the Control (C1) treatment, consisting of the Personal Awareness Program was presented to four groups, and the remaining group, a waiting-list control group (C2), received no treatment. Both of the treatment groups employed eight seventy minute sessions, with sessions held weekly.

One half of the students in each of the E and C1 treatment groups were instructed using the dyadic interaction format (Dy) while the remaining students in each of these groups received a didactic teaching approach (Di).

The dependent measures administered as pre and post tests were:

1. a general measure of social competence (Three Scales of the California Psychological Inventory -- Social Competence Measure).
2. a self-report behavioral measure of social competence (modified Community Adjustment Profile System).
3. behavioral measures of social competence comprising teachers' ratings of students' behavior in three specified classroom situations.
4. a measure of social perspective taking (Feffer's Role Taking Task).

An analysis of covariance was performed for each measure followed, where appropriate, by a Newman-Keuls test for ordered means. Analyses indicated that Treatment E was significantly different from both control treatments on the general measure as well as on all three scales of the teachers' ratings. In addition Treatment E produced a significant increase in social competence as compared to the C2 Treatment group on the social perspective taking measure, although there was no difference on this measure between the E and C1 Treatment groups.

Analyses for the effects of instructional formats indicated that the Dy Format was significantly different from the Di and C Formats only on the three scales of the teachers' ratings. Moreover, on the self-report behavioral measure, only the Di Format produced a significant effect; however, results for the Dy Format on this measure approached significance. Furthermore on the social perspective taking measure the Dy and Di Formats were equally effective. These latter results were attributed to the effects of Treatments rather than Formats.

Additional analyses performed on the various combinations of Treatments and Formats determined that the E Treatment using the Dy Format produced the highest ($p < .01$) social competence ratings for two of the three scales of the teachers' ratings (interacting with peers and interacting with teacher). Moreover, the Dy Format for both the E and C1 Treatments resulted in significantly higher ratings on all three scales of the teachers' ratings and on the social perspective taking measure than did either the C2 or C1/Di Groups.

These results would suggest that intensive, structured dyadic interaction, as the core of an instructional format, could enhance the impact of a program designed to teach interpersonal skills. Furthermore, it would appear that such interaction is effective in increasing social perspective taking--an ability believed to be related to social competence.

SELF-ACTUALIZATION AND THE ACQUISITION OF COMMUNICATION AND DISCRIMINATION SKILLS

Order No. 7905960

ENGERAN, Elizabeth Ann, Ph.D. Indiana State University, 1978. 90pp. Chairperson: Dr. Merle M. Ohlsen

The purpose of this study was to determine the usefulness of the Personal Orientation Inventory (POI) as a selection device for potential counselor-trainees. Specifically, this study investigated the instrument's usefulness as a predictor of counselor-trainee success in learning the facilitative counseling skills of communication and discrimination.

The sample for this study included all undergraduate and graduate students enrolled in the Techniques of Counseling course at Indiana State University in the Spring semester of 1978. A total of 75 students (45 undergraduates, 30 graduates) were included in the study. The students were given the POI at the beginning of the semester to obtain a measure of each individual's level of self-actualization. The students were tested using the Carkhuff Communication Index, the Carkhuff Discrimination Index, the Coached-Client Interview Videotape and the Recognition Assessment-Empathy instrument to assess each individual's level of communication and discrimination skills before counseling skills training had begun and at the conclusion of counseling skills training.

An analysis of variance for each of the four measures of communication and discrimination skills was used to test for significance at the .05 level to determine whether the observed differences in levels of communication and discrimination skills between self-actualized and non-self-actualized individuals could be accounted for by chance. The data were gathered and analyzed before counseling skills training and at the conclusion of training. Data gathered on undergraduate and graduate students were analyzed separately. A 2 x 2 analysis of variance was used for pretest and posttest data with the rows composed of graduate and undergraduate scores on each measure of communication and discrimination skills and the columns composed of self-actualized and non-self-actualized individuals. An overall measure of self-actualization was used for analysis of the data.

Several conclusions were supported by the results of this study. The POI did not discriminate individuals performing at higher levels of communication and discrimination from those individuals performing at lower levels before counseling skills training had begun. Furthermore, the POI did not discriminate between those same individuals at the conclusion of counseling skills training. This conclusion is warranted even though significance was found for main effects when using the Coached-Client Interview Videotape in the posttest analysis of variance. The significant finding in this case was mainly attributed to difference in performance levels of undergraduates and graduates on that measure of communication and was not related to the individual's level of self-actualization. The data revealed that the Coached-Client Interview Videotape, as a measure of counselor communication skill, was an efficient discriminator of differences in skill level.

According to the results of this study, the POI is probably not a good device for screening counselor candidates. Furthermore, considering the lack of success associated with the identification of preferred counselor characteristics, it is recommended that the focus of future research shift from the personality of the counselor as measured by personality tests to particular behaviors, skills, or interactions and their relationship to counseling outcome.

PARENTING COMMUNICATION STYLES AND ADOLESCENT MALE DEVIANTS IN MIDDLE-CLASS FAMILIES
Order No. 7910664

FOWLES, Roy Ronald, Ph.D. University of Denver, 1978. 232pp.

The parent communication style of mother and father separately and combined was associated with self-reports of deviance by adolescent boys. The object of the research was to test a theory which posited that the orientation of parents to socializing a child in terms of Basil Bernstein's control, communication and role concepts would discriminate deviant from non-deviant boys.

In the course of the study a questionnaire was developed, pretested and implemented to determine the parent communication style. A random sample of 147 intact nuclear families with junior high school age adolescent males was selected from Jefferson County, Colorado, to test the theory. Families chosen met the criteria of middle class based on family income, father occupation, parent education and geographic location.

The implications of the study were that parenting communication style exist, parenting styles discriminate deviance, and control, communication and role concepts predict deviance as well as the traditional predictors of adolescent deviance such as family income, mother work status, father occupation, size of family, parent education, mobility and involvement with extended family. The parenting communication styles associated with deviance from the study were restricted on the control, communication and role variables. The restricted style represented parents who control imperatively, make decisions without child input and do not openly discuss opinions, intentions, reasons and judgments with children.

The data revealed that a typical family with a deviant son had a mother who was restricted in control, father was inconsistent concerning control, the family income was over $20,000 per year, fathers did not have a college education and mothers were high school graduates. The traditional predictors of deviance mentioned above did not explain the deviance as well as the Bernstein concepts of control, communication and roles. These concepts provided a meaningful perspective to delineate parent communication style, to discriminate deviance in adolescent middle-class boys and they described the typical family with a deviant son.

FOREIGNER TALK: A STUDY OF SPEECH ADJUSTMENTS MADE BY NATIVE SPEAKERS OF ENGLISH IN CONVERSATION WITH NON-NATIVE SPEAKERS Order No. 7824721

FREED, Barbara Faye, Ph.D. University of Pennsylvania, 1978. 282pp. Supervisor: Lila Gleitman

The ability all speakers of a language have to modulate their speech as various aspects of the speech situation change has received wide attention in recent years. Less attention, however, has been given to analyzing the similarities and differences between registers or to the possible bases for such speech adjustments.

In the case of two special registers, Baby Talk (speech to young children) and Foreigner Talk (speech to foreigners), it has sometimes been assumed that the features of both are almost identical. Such a belief has overlooked the fact that native adults speaking to children adjust their speech to linguistic and cognitive limitations as well as the status of the child. On the other hand, native adults in conversation with adult foreigners are interacting with listeners who, like children, are limited linguistically but whose status and cognitive abilities presumably equal those of the native speaker.

The results of several recent investigations have suggested that speakers adjust their language not merely on the basis of the syntactic complexity of their utterances but also, and perhaps primarily, in response to the relative status of the listener and the functional meaning of utterances within a conversational context.

This dissertation investigates the language used by native speakers of English in conversation with speakers of several other languages. It is hypothesized that the native speakers' Foreigner Talk will emerge through a complex set of factors including, but not limited to, the linguistic proficiency of the foreigners as well as their status, processing capabilities and conversational meaning of the utterances used. As a result, Foreigner Talk will be comparable to Baby Talk inasmuch as it is based on the linguistic limitations of the foreign listener; but, it will differ from Baby Talk in that native speakers also respond to the relative status and cognitive abilities of their foreign listeners. Conversational constraints, therefore, will dictate a corpus far different from that which results from conversational interaction with a young child. In this respect, is is hypothesized that Foreigner Talk will be more like Native Talk (casual conversation between native speakers).

The aims of this thesis are dual: to provide a descriptive taxonomy (syntactic and functional) of the Foreigner Talk register and to determine which perceived listener attributes are responsible for the adjustments characteristically made in Foreigner Talk. To investigate this question the language of 11 Americans in naturally-occurring conversation with 11 non-native speakers of English was compared to the language of these same 11 Americans in conversation with another native speaker of English. The results of these comparisons were then compared to those of a similarly designed study of the language of a group of mothers in conversation with their young children. The Baby Talk, Foreigner Talk and Native Talk speech samples were then compared on measures of syntactic complexity and functional meaning in context.

The samples of Foreigner Talk and Native Talk in this study (and Baby Talk from the earlier study) were similarly coded. Analysis of syntactic complexity included measures of well-formedness, sentence length and complexity, sentence type and transformational complexity. A gross functional analysis was done on the inferential meaning in context of typical utterances from each speech corpus. Analysis described Foreigner Talk and Native Talk, and then compared them to each other and to Baby Talk.

The findings reveal that Foreigner Talk approximates Baby Talk in its syntactic properties but that it is more like Native Talk in its underlying functional intent.

The conclusions drawn from these findings support the hypothesis that speech adjustments are made through a complex set of factors. Speech modifications are made in response to perceived attributes of the listener including status, cognitive ability and conversational meaning as well as the linguistic sophistication of the listener.

STRUCTURAL DEVELOPMENT OF INTERPERSONAL SOLIDARITY: A CAUSAL PROCESS THEORY OF RELATIONAL COMMUNICATION Order No. 7906225

GARRISON, John Phillip, Ph.D. The University of Nebraska - Lincoln, 1978. 215pp. Adviser: William J. Seiler

This report formulated a causal process theory utilizing eight relational communication variables. The theory was specifically concerned with the structural development of interpersonal solidarity, the affective component of dyadic relationships. A temporal model of dyadic relationships was combined with Berger and Calbrese's uncertainty theory to form the 13 theoretical propositions. Tests of the theory were conducted through a combination of four studies.

Relational communication, with the dyad serving as the primary unit of analysis, was reciprocally evaluated in stranger dyads every 14 days across a five-wave panel survey. (Only the first two time waves are included in the data of this report.) Self-report questionnaires were chosen as the data collection method and a random sample of 100 female and 100 male dyads was drawn from the residence halls of The University of Nebraska-Lincoln, at the beginning of the 1977-1978 academic year.

Scales were either developed or obtained to measure the eight relational variables included in the theory. Five exogenous (independent) variables of disclosiveness (disclosure of self to people in general), two interpersonal valence factors (linear combinations of person perception constructs), uncertainty within the dyad, and trustfulness (generalized trust) were hypothesized in the theory to be causally related

to the three endogenous (dependent) variables of self-disclosure, individualized trust, and interpersonal solidarity.

The first study utilized a metric multidimensional scaling (MMDS) task to test the temporal development model of dyadic relationships. Two underlying dimensions, status and intimacy, were used to explain the perceived distances among five interpersonal relationship contexts: strangers, status-role relationships, acquaintances, friends, and intimates. Results provided preliminary validation for the model, and MMDS is also suggested as a new method for the analysis of relationship problems.

Cross-lagged panel correlation analysis was used in the second study to test the stationarity of five dimensions of self-disclosure, each being related individually to trust. The primary concern within the system was with this nonrecursive relationship between self-disclosure and individualized trust, but this early probe into the dyadic system was unable to uncover their "true" cause-and-effect relationship. The self-disclosure and trust data was not stationary across time waves, so cross-lagged analysis was not an appropriate data-analytic procedure in this situation.

Two types of path analysis, two-stage least-squares and Jöreskog's maximum-likelihood methods, were chosen for studies three and four respectively. An interpretable solution could not be generated for the time one data, but wave two indicated the existence of several alternative models. Overall, 9 of the 13 theoretical propositions were supported by the time two variables, and the total system of variables (all exogenous and endogenous) proved to be the best model, accounting for 86.2% of the variance in interpersonal solidarity. The research report concludes with a re-specified causal model, potentially useful for future waves of data, and future interpersonal and relational communication research.

AN INSTRUMENT/FUNCTION CLASSIFICATION SYSTEM FOR THE ANALYSIS OF INTERPERSONAL COMMUNICATION
Order No. 7911524

HOLDER, Carol Reed Worby, Ph.D. Claremont Graduate School, 1979. 199pp.

Groups such as educators, parents, and lawmakers have become aware of individual variation in communication patterns and preferred learning modalities -- variations that derive from linguistic, cultural, familial, and other differences. Also recognized is the need for assessment and description of these different characteristics, prior to prescribing special instructional programs. This study directly addresses such needs by presenting a system for analysis of interpersonal communication that can be used by those who have little experience in linguistics or interaction analysis.

The system explicated in this study is comprised of two taxonomies. The first identifies and organizes by channel of perception the full range of options in modes of communication, more specifically, the verbal and nonverbal instruments of communication. The second, a ten-category taxonomy developed by the linguist Regan, identifies the functions of those instruments. The categories in both were generated from analyses of extensive observations of commonplace human interaction.

Several applications of the system are examined. It is shown -- through a content analysis of interaction data recorded in prose form by participant observers -- that the system identifies, organizes, and describes significant details of communication events, providing an entry point into understanding individual communication styles.

The study also examines the applicability of the system to research in child development, multicultural education, and communication disabilities. It is proposed that an instrument/function grid made from the categories can assist in (1) organizing a review of the literature in any of the research areas, (2) establishing individual or group communication profiles, and (3) generating questions and hypotheses to structure interaction research projects. As illustration, hypotheses generated from a sample grid are presented for each of the above three research areas.

The value of the system, as a tool for the objective analysis of a complex behavior, is shown to lie in its comprehensiveness and accessibility. The categories describe all instruments and functions that can be observed in interaction and hence alert the researcher, educator, or parent to less-common options in communication that are typically overlooked. In addition, the categories are neither mysterious nor obscure. The characteristics of each category are readily perceived, thus providing for almost immediate application of the system to a question or problem at hand.

A PRELIMINARY EXAMINATION OF A MODEL OF THE PROCESS OF SOCIAL INTERACTION IN THREE SITUATIONS
Order No. 7900707

JOHNSON, Jerome David, Ph.D. Michigan State University, 1978. 244pp.

This dissertation proposes a model of the process of social interaction containing six categories: content, interpretation, emotion, communication, selection, and relationships.

These categories can be classified by their role in the process of exchange and by their phenomenal level. There are three phenomenal levels: the surface level (content and communication); the mediating level (interpretation and selection); and the underlying level (emotion and relationships). The categories can also be classified by their roles in the process of exchange: content, interpretation, and emotion can be viewed as the substance exchanged in the interaction, while communication, selection, and relationships represent the form by which this substance is expressed.

The relationships posited in the model are based on the classification of categories. In general the substance exchanged in the interaction is viewed as determining its form of expression. In addition, variables at a deeper phenomenal level are said to cause variables at a more surface level.

One hundred and twenty-four mail questionnaires obtained from a random sample of adults in Grand Rapids, Michigan were used to test the model of social interaction in three situations--television, radio and typical. While the characteristics of this sample generally reflects the nature of the Grand Rapids and the United States population and the literature indicates that non-response typically has little affect on relationships between variables, the low response rate, 22.2% suggests that only limited generalizations can be made from this data.

Ordinary least squares multiple regression (OLS) was used to determine the variance accounted for and to assess the significance level of the paths in the model. When the alternative paths are included in the model the individual multiple regressions account for at least 24% of the variation in their dependent variables with $p<.01$.

LISREL, a computer program, was used to assess the overall goodness of fit of the model to the data and to estimate individual parameters. The radio situation was used to develop and to further refine the original model presented in Chapter I. Tests in this situation indicated that two additional paths--one between emotion and content and one between relationships and communication--should be added to the model. This refined model was then tested in all situations. The χ^2 statistic indicates that the model doesn't provide a better fit to the data than would be expected by chance. However, the ratio of degrees of freedom to the χ^2 value would indicate that the model, with appropriate modifications, could eventually provide a good fit to the data.

In Chapter IV a modified model with two unobserved common variables was tested in all three situations. The addition of these common variables was expected to ameliorate some of the problems with high zeta variances, multicollinearity, and measurement errors found in the original model. They were partially successful in reducing these problems, but their main effect was to reduce the residuals. The χ^2 values approach significance and the slight difference between them and a good fit of the model to the data may be attributable to technical problems with the data and to specification errors.

In sum, the results supported the addition of two paths to the original model and suggests that all of the paths included in the original model were meaningful. The results did not support the assumptions that the values of parameters would remain invariant across different situations and that interpretations and selection act as mediators.

In Chapter V a new model is proposed that incorporates the effects of factors outside the process of social interaction, such as context, and that collapses interpretation and content into one variable labeled interpretation and reduces communication and selection to one variable termed communication. There is reason to believe that a test of this new model on a different data set would be successful.

CREATING A MINISTRY TO PARENTS NEEDING BETTER COMMUNICATION SKILLS WITH THEIR CHILDREN

Order No. 7904678

JONES, Donald Wayne, D.Min. Drew University, 1978. 182pp.

Many middle class parents find they exist in an environment in which many more demands and skills are required of them in their child-rearing efforts than in previous generations. They are confused because of the many differing theories of child-rearing to which they are exposed, as well as the confusion of differing theological perspectives supporting these theories. Parents often feel guilt, hurt, and failure as a direct result of their child-rearing efforts. In looking to the local church for guidance and assistance, a parent typically sees very little effort to provide a coherent theology of child-rearing and a practical course in child-rearing theory in the educational curriculum.

The central problem of this project deals with the lack of communications skills experienced by many parents in their relationships with their children. The central question this author has chosen to address is how to help these Christian parents gain these skills and at the same time gain personal feelings of self-acceptance and worth in their parenting efforts.

There were three steps in this author's method of dealing with the problem of assisting parents gain communications skills. First, the author studied primary and secondary sources to examine Biblical and theological sources in preparation for developing his own theological position on the subject of parenting.

Secondly, the author researched current literature on the subject of communications skills for parents, and enrolled in a course entitled "Skills for Parents" at Florida Junior College in Jacksonville, Florida. The reading of current literature and class participation in the Florida Junior College course provided the basic content of the course taught as a part of this project, as well as providing a thorough understanding of the skill constructs used in the project.

Thirdly, the author formed a class of twelve parents from the Ortega United Methodist Church in Jacksonville, Florida. This class met for eight three-hour sessions over a period of two months. At the second session, the author gave two instruments designed to measure change in five different communication skills constructs. One instrument was concerned with change in conceptual knowledge. The other was concerned with change in attitudinal growth. A third instrument aided the students in their practical demonstration of the particular construct under consideration. Six communication skill constructs were presented parents to help resolve the central problem of the project. These constructs were: 1) listening for feelings; 2) non-facilitative responses; 3) facilitative responses; 4) reporting/sharing feelings; 5) problem-solving problems of conflict; 6) problem-solving problems of values. The first hour of sessions three through eight consisted of the student's reporting of his demonstration of the skill construct under consideration. The second and third hour of each session consisted of the lecture/discussion of skill constructs and the demonstration of them by the instructor, and the role playing of class members in dyads, triads, and small groups.

Conclusions were determined by personal feedback by class members and the previously mentioned instruments. Two additional instruments also provided information. They evaluated: 1) the course taught at Ortega United Methodist Church entitled "Skills for Parents"; 2) the author, who was the instructor for the course. The following conclusions were determined by the author: 1) That parents did feel inadequate in their parenting effort, especially in the area of communication. 2) That class experience, involving certain communication skill constructs, would increase a parent's understanding of his or her child/children. 3) That the class experience, in the opinion of the students, had a positive effect on their behavior with their children. 4) That the local church is an excellent place to exhibit these parenting skills, allowing parents to see that there is a sound biblical and theological basis for them.

THE COMMUNICATION OF AFFECT VIA FACIAL EXPRESSION: THE PRESENCE OR ABSENCE OF A POTENTIAL DECODER AND SEX OF DECODER AS VARIABLES IN THE PRODUCTION AND DECODING OF FACIAL BEHAVIOR

Order No. 7908931

KENNEDY, William Arthur, Ph.D. Wayne State University, 1978. 98pp.

An experiment was designed to test four research hypotheses.

(1) Facial expression is an accurate mode of communication of affect information.

(2) The presence or absence of a potential decoder will affect the spontaneous production of facial expression.

(3) The sex of the decoder will be a significant variable in terms of accuracy of decoding facial expression, and

(4) Communication via facial expression is a complex phenomena carrying levels of meaning.

Fifty-three slides, assumed to be emotionally loaded, were evaluated by thirty subjects. Twelve slides were selected from these 53 on the basis of polar evaluations on three dimensional semantic differential groupings.

These pretested slides were shown to four female subjects who were asked to rate the slides on similar semantic differential type groupings. While watching the slides, these four subjects' facial expressions were covertly videotaped. These videotapes were then shown to 117 subjects, who were asked to determine the content of each slide and/or the taped subject's reaction to it. These reactions were recorded on identical semantic differential-type groupings.

Data was analyzed in two separate series of analyses. First, responses to a single scale PLEASANT-UNPLEASANT item were analyzed. A product-moment correlation was computed between the taped subject's evaluation of each slide and the arithmetic mean of the scores of the subjects who viewed that tape. A positive correlation of .59 resulted. This correlation was inferred to indicate that significant communication of affect information was gleaned from the taped subject's facial expression.

During the taping sessions, the subjects were in the company of a confederate of the researcher for the first half of the slide presentation. A 2 x 2 analysis of variance was performed on scores obtained by computing a relative measure of accuracy between the taped subject's scores and the subsequent viewer's scores in the first half of the presentation and the final portion when the taped subject was left alone in the stimulus room. This analysis indicated that agreement was significantly higher when the subject was in the presence of a potential decoder.

The anova also considered the question of a sex variable in decoding behavior. Male and female subject scores were compared and no significant difference was found. Also no interaction was noted between these main factors.

A separate analyses was performed on the full-scale dimensional data. A product-moment correlation and a 2 x 2 anova for each dimension was computed. Each product-moment correlation indicated that a significant amount of communication took place. The analyses of variance results concerning the presence or absence of a potential decoder variable were unclear. In no case was sex of decoder found to be a significant variable and no main factor interactions were noted.

The fact that accuracy on each dimension was found to be above chance expectations was inferred to indicate that facial expressions carry levels or channels of meanings.

PERCEPTIONS OF ASSERTIVENESS: A METHODOLOGICAL STUDY OF IMPRESSION FORMATION AND ATTRACTION
Order No. 7901448

MATHISON, David Lee, Ph.D. Bowling Green State University, 1978. 141pp.

This study was designed to investigate four areas of perceptions of assertive behavior: (1) preamble bias, (2) attraction, (3) sex differences, and (4) persuasion.

A total of 335 undergraduate students participated in a laboratory experiment which included listening to a speaker and evaluating him on a nine page survey form. To assess the nine scales included in the survey, four canonical correlations and twelve discriminant analyses were completed.

The results indicated that: (1) When a target person was labeled either "non-assertive," or "assertive," or "aggressive," this had little or no differentiating influence on the perception of that person. (2) There was a strong positive correlation between the judges' self-reported assertive level and their perceptions of the target persons assertive level. (3) Females tended to rate themselves as non-assertive, interpersonally bold, while males tended to rate themselves as assertive, interpersonally shy. (4) Females tended to rate the target person as non-assertive, ambitious, while males tended to rate him as assertive, non-ambitious. (5) Females tended to rate the target person favorably while males rated him unfavorably. (6) Judges who were measured as persuaded by the target person's speech tended to dislike the overall presentation.

Implications of these results were discussed as they related to theory and the research setting.

THE EFFECTS OF SEX OF PARTNER, ROLE MODEL, AND ANDROGYNY ON FEMALE COMPETITIVENESS
Order No. 7907781

MUNRO, Margaret Ellen, Ph.D. The University of Florida, 1978. 73pp. Chairman: Thomas J. Saine

Although current research has not provided a cogent, integrated conceptualization of the conditions which prompt females to become exploitative (competitive) in their interpersonal strategies, separate investigations have identified constituents of the communication setting which account for differences in exploitativeness by females.

The specific purpose of this study was twofold: (1) to provide a theoretical structure which integrates discrepant research findings and which accounts for the relationship between sex role and competition and (2) to provide an empirical test of the elements of a situational explanation of female competitiveness. Specifically, the present investigation focused on a test of the interactive effects of three variables—sex of partner, androgyny, and role model—on the competitive behavior of women in a game situation.

Two hypotheses derived from research on sex differences in game situations were tested. First, it was hypothesized that sex of partner, androgyny, and role model interact to produce cooperative responses by females in the Creative Alternative Game such that low androgynous females provided with an accommodative role model and paired with a male partner (optimal condition) will make significantly more cooperative choices than high androgynous females provided with an exploitative role model and paired with a male partner (minimal condition). Second, it was hypothesized that sex of partner, androgyny, and role model interact to produce competitive responses by females in the Creative Alternative Game such that high androgynous females provided with an exploitative role model and paired with a male partner (optimal condition) will make significantly more competitive choices than will low androgynous females provided with an accommodative role model and paired with a male partner (minimal condition).

The subjects (N=100) consisted of male (N=30) and female (N=70) volunteers who were undergraduate students, graduate students, and career service employees at Temple University in Philadelphia. The dependent variables were either the number of cooperative choices or the number of competitive choices made by female subjects during their 20 trials of the Creative Alternative Game. The independent variables consisted of sex of player, role model, level of androgyny, and trials.

Two separate analyses of variance for a four-factor design with nested measures on number of trials were conducted to assess the effects of the independent variables. Results of the ANOVA for cooperative choices indicate that there was a significant three-way interaction ($F=15.94$, $p < .0001$) among partner sex, androgyny, and role model. Results of ANOVA for competitive choices indicated that there was a significant main effect of sex of partner on number of competitive choices made during the Creative Alternative Game ($F=9.48$, $p < .00$[illegible]. A significant main effect for androgyny on the number of competitive choices ($F=7.79$, $p < .005$) was also indicated. Subjects who were high in androgyny made significantly more competitive choices than subjects who were low in androgyny. Other main effects and interactions were nonsignificant.

In conclusion, it seems that this research study has assisted in identifying some of the major situational factors underlying variability in female behavior. Situational factors may not act interdependently to determine competition by women. One implication of this investigation is that research in the areas of aggression, emotional behavior, and nonverbal behavior which has substantiated a main effect difference between sexes may require reassessment. It is possible that situational factors such as those outlined in this study may well be operative in other forms of behavior.

THE INFLUENCE OF SPEAKER AND LISTENER SEX IN DYADIC COMMUNICATION
Order No. 7900495

PLYMALE, Ida Ruth Duffey, Ph.D. The University of North Carolina at Chapel Hill, 1978. 71pp. Supervisor: Robert L. Stevenson

A descriptive-experimental project was used to examine language in its natural context for differences related to speaker sex and listener sex. Of interest were certain instrumental uses of oral speech for which no systematic study had been attempted. Male and female speech patterns were expected to reflect differing topic concerns: for males more Task language and for females more Process language. Task and Process language statements were defined as those with content-related topics as compared to those with procedure-related topics. Differing relationship concerns were also expected: more Active language for males and more Reactive language for females. Active and Reactive language statements were defined as those which included no reference to the other person as compared to those with overt and specific reference to the listener.

Approximately 100 undergraduate discussants were randomly assigned to dyadic projects as part of the regular course-work in communication. Instructions and procedures for the tape-recorded discussions were uniform for all subjects.

Independent variables were sex of speaker (male, female) and sex of listener (male, female). Dependent variables were subjects' scores in the language statement categories. Each complete thought, grammatically an independent clause, was a separate statement for coding purposes, and was coded as either Task or Process and as either Active or Reactive. The statements for a subject in a single discussion were summed by categories and percentage scores determined for each type of language.

A small number of trained judges coded each discussion sequentially, achieving 94% intercoder reliability. The resulting scores were placed into a two-by-two design for analysis of variance procedures. The F statistic was computed for two main effects hypotheses and for four interaction hypotheses for each dependent variable.

Differences were significant (.05 level) for speaker sex main effect for the topic variable as well as for the two-way interaction effect for the relationship variable. Male speakers do use language more often concerned with the task of a discussion and female speakers do use language more often concerned with the procedure of a discussion. In dyads of male speaker to male listener, there were more statements independent of references to the listener; in dyads of female

speaker to female listener, there were more statements which reacted overtly to the receiver by some measurable verbal means.

Overall, the study's findings showed not only that males and females use significantly different language in goal-oriented communication situations, but also that for instances in which the speaker and listener are of the same sex, whether male or female, there is a reinforced sex context effect upon the language for such dyads.

INTERCULTURAL COMMUNICATION PATTERNS, PROBLEMS AND TRENDS OF INTERNATIONAL STUDENTS AT THE UNIVERSITY OF MISSOURI-COLUMBIA Order No. 7903937

SWAN, Norman Raymond Sam, Jr., Ph.D. University of Missouri - Columbia, 1978. 162pp. Supervisor: Dr. Clifton Cornwell

The focus for this study was the communication patterns, problems, and trends of international students at the University of Missouri-Columbia. Prior studies examined many aspects of the life of international students, but few specifically examined the communication behaviors of students from other cultures. In addition, scholars in speech communication, anthropology, sociology, and others have not specifically addressed the communication behaviors of international students. An emerging field of study is intercultural communication. However, theories posited by scholars have been based more on the intercultural experiences of Americans than on the experiences of international students.

Therefore, this study examined specific communication behaviors of international students in the interest of adding to a growing body of knowledge about intercultural communication. A questionnaire was sent to all of the international students at UMC and 369 of the questionnaires were completed and returned. The questionnaire included five major sections: 1. Biographical data, 2. Language acquisition, 3. Friendship Patterns, 4. Communication Patterns, Problems, and Trends, and 5. Open-ended questions. The questionnaires were coded and machine tabulated.

In addition to the questionnaires, twenty-seven students were interviewed in an attempt to verify the questionnaire and to explore in more depth the communication patterns, problems, and trends of international students.

The basic findings of the study were:

1. International students perceived having little difficulty in understanding the speech of Americans, or in making themselves understood by Americans.
2. The subjects reported having more close international friends than American friends.
3. African students were more social and outgoing than others.
4. The students generally avoided controversial topics of conversation.
5. The students were reluctant to participate in communication activities.
6. African students scored highest on the communication subscale. Mid-Eastern and Oriental students were grouped about the mean, while those from Southeast Asia scored the lowest.
7. Major problems of communication of the students were: American slang, rate of speech, and American pronunciations.
8. Major techniques employed were: speaking slower, using gestures, asking questions, using examples, and using an American accent.

In general, international students recognized few problems in communicating with Americans. In addition, language and culture determined to some extent the communication patterns of international students with American students. Other variables also contributed to the communication behaviors of international students. As the age of the student increased, so did the communication of the student. Those students in the United States for longer periods of time scored higher on the communication subscale. Those students who claimed 6 or more close American friends also communicated more with Americans. And, those international students who were multi-lingual were more communicative with American students.

The dissertation suggested ways in which international students and American students could come into contact with one another more often: intercultural communication courses and workshops, English courses, and living experiences with American families. The study concluded with a call for more research on international students.

COMMUNICATION SKILL TRAINING FOR MARRIED COUPLES THROUGH THE USE OF AN INSTRUCTIONAL GAME Order No. 7901828

THEYE, Wayne Allen, Ed.D. New Mexico State University, 1978. 238pp. Supervisor: Dr. Mary R. Prescott

The Problem

A review of the literature indicated that marital happiness is directly related to marital communication and that both of these can be improved through marital communication training programs. However, too few couples take part in these programs and leaders in the marriage enrichment movement are seeking new dynamic approaches which would appeal to couples.

Based on the findings in the public schools and in communication classes in particular, instructional games could offer an enjoyable way for couples to learn communication skills. This researcher, however, found a paucity of instructional games designed to teach marital communication skills.

The Purpose

Through a process of creative thinking and empirical tasks, the author developed an instructional game designed to teach specific interpersonal communication skills to married couples. The focus of the study was to determine if the instructional game was superior to a traditional programmed learning-simulation approach and to a no-treatment control group in affecting change in participants' levels of communication skill usage, marital communication, marital happiness, or communication program attitude. These variables were measured by: 1) the Communication Response Inventory, 2) the Marital Communication Inventory, 3) Relationship Change Scale, and 4) Attitude Toward Instructional Games Scale.

The Subjects

The subjects in this study consisted of nine volunteer couples who had been married from four months to 13 years. At least one spouse in each of the couples was a student at New Mexico State University.

Procedure

Randomized block assignment of couples to three equivalent groups was used to control length of marriage variability in each group. Measuring instruments were administered before and after treatment. The control group received testing only, the game group played the instructional game entitled the Esteem-Builder and took tests, and the third group completed the programmed learning book Improving Communication in Marriage (Human Development Institute, 1975) and took tests. The two experimental groups met for four weekly, two-hour sessions.

Statistical Analysis

Each of the inventories in this study was examined to determine what would constitute a meaningful raw score improvement. The meaningful raw score values were: the Communication Response Inventory, 4.23 points; the Marital Communication Inventory, 4.6 points; the Relationship Change

Scale, 2.5 points; the Attitude Toward Instructional Games Scale, 3.17 points.

Initially, gain scores were examined with a one-way analysis of variance. If the analysis of variance resulted in a significant (up to $p < .10$) F-ratio, group means were examined on a pairwise basis to find meaningful differences. In exploring for meaningful differences, if a designated mean did not exceed its counterpart by the predicted meaningful distance, for the given inventory, a decision was made not to accept the related experimental hypothesis. On the other hand, if a designated mean did exceed its counterpart by the predicted meaningful distance for the given inventory, calculations were made to determine the probability with which this occurred. To do this, the lower group mean in each comparison received a handicap of the meaningful distance and a difference was obtained between the designated mean and its handicapped counterpart. This difference was compared with the appropriate LSD value to determine the probability with which the meaningful difference occurred.

Results

An LSD analysis of the gain scores for the three groups utilizing the handicaps where designated revealed (1) that the game group experienced a meaningful improvement in communication skill usage compared to the programmed learning group ($p < .001$) and compared to the control group ($p < .001$), (2) when compared to the control group, meaningful improvements in the marital relationships were found both for the game group ($p < .075$) and for the programmed learning group ($p < .10$), and (3) that the game group relative to the programmed learning group developed a meaningfully more positive attitude toward the enrichment learning process ($p < .05$).

THE RELATIONSHIP OF COUNSELORS' SEX, RACE, AND LEVEL OF FUNCTIONING TO ACCURATE EMPATHIC RESPONSES OF BLACK ENGLISH EXPRESSIONS

Order No. 7914000

THOMAS, Benjamin Darnell, Ed.D. The George Washington University, 1979. 163pp. Chairperson: Janet Craig Heddesheimer

This dissertation examined the effect of counselors' race, sex, and level of functioning on their ability to listen and respond with accurate empathy to lower class black students. The variables selected were examined according to the Human Resource Development (HRD) model advanced by Robert Carkhuff. From this research model was developed the hypothesis that ability to listen and respond with accurate empathy would be significantly different for counselors across race, sex, and level of functioning.

In order to test the major hypothesis that black counselors would score significantly higher than white counselors on the criterion measure, accurate empathy, individuals were administered the HRD Communication and Discrimination Tests. These 16 audio taped counseling excerpts used black students, of whom eight responded using Black English and eight responded using standard English.

The sample consisted of 75 counselors from the Montgomery County and the Prince George's County school systems. Data from the sample were separated by race, sex, and level of functioning. Mean scores were reported for group comparisons. The t-test and the Pearson Correlation were used to test the hypotheses at the .05 level of significance.

The major findings of this study are:

1. Black counselors did not perform as well as expected on the test instruments. Scores of both black and white counselors were well below the expected performance on the Black English Communication and Discrimination Tests.

2. Sex did not appear to be related to the counselors' listening or responding ability. Male counselors performed as well as female counselors on both the Black English Communication and Discrimination Tests.

3. High functioning counselors performed significantly better than low functioning counselors on the Black English excerpts. The level of functioning variable yielded the only significant source of difference between counselors.

4. High scores on the Black English Communication Test had a moderate correlation with high scores on the Black English Discrimination Test.

Based on the findings and conclusions of the study, the researcher recommends that the selection and training of counselors to work with lower class black students should not be based on the counselors' race or sex, but upon their performance on instruments designed to measure listening and responding skills.

Copies of the dissertations may be obtained by addressing your request to:

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